

Co-Teaching Strategies

Co-Teaching Model	Roles & Responsibilities	Perceived Ownership of ELL	Planning Time	Instructional Capacities
Alternative Teaching	each teacher works with different groups of students to teach different content using different methods; students then switch from one group to the other	both teachers own all students	some co-planning time is needed to coordinate what students need to know and be able to do and for agreeing on grading criteria	each teacher needs to have a repertoire of scaffolding tools for ELL students
Complimentary Teaching	ESL teacher scaffolds what the classroom teacher is teaching as a part of instruction	perception might be that ESL teacher is responsible for ELL	some co-planning time is needed for ESL teacher to know what classroom teacher wants students to know and be able to do as well as what strategies will be used	ESL teacher needs to have a repertoire of instructional scaffolds to make content accessible to ELL
Parallel Teaching	each teacher works with different groups of students to	ESL teacher is responsible for ELL (i.e. closest model to traditional	some co-planning time is needed for ESL teacher to know what	each teacher needs to have the instructional capacity to

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	teach the same content using different methods; not all students have both teachers but rather each teacher has his or her own instructional group	ESL pull out model)	classroom teacher wants students to know and be able to do	teach own group
Peer Teaching	students learn together using structured cooperative learning strategies which frees both teachers from direct instruction to observe, drift, or assess	both teachers own all students	co-planning time is needed to coordinate what students need to know and be able to do as well as to design the instructional experiences to facilitate peer teaching	teachers need to have a shared vision (i.e. peers are better for leaning than teachers) and a solid repertoire of cooperative leaning, differentiation, and time-honored ESL scaffolds
Station Teaching	both teachers may rotate among stations, one teacher may rotate while the other staffs a station, or both teachers	both teachers own all students	co-planning time is needed to coordinate what students need to know and be able to do as well as to design the instructional	teachers need to have a shared vision (i.e. peers are better for leaning than teachers) and a solid repertoire of

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	may staff stations while students work independently at other stations		experiences and materials for each center (e.g. work can be divided between teachers)	cooperative learning, differentiation, and time-honored ESL scaffolds
Support Teaching	classroom teacher maintains lead instructional role and ESL teacher observes or drifts to assist ELL	perception may be that ESL teacher is responsible for success of ELL	minimum co-planning time is needed since classroom teacher works out what students need to know and be able to do	ESL teacher needs to have a repertoire of moment-to-moment scaffolding tools
Team Teaching	both teachers assume responsibility of taking on the lead instructional role	both teachers own all students	intensive co-planning time is needed to coordinate what students need to know and be able to do and to plan the instructional experiences and scaffolds to enable all students to know and do	teachers need to have a shared vision of learning and teaching and a solid repertoire of scaffolding tools (i.e. time honored ESL strategies, literacy tools, and instructional framework tools)